

**WorkFirst Comprehensive Evaluation (CE) Partner Roles and Responsibilities**  
**03/08/06**

**DSHS:**

1. Conduct the Positive Prevention strategies as part of the TANF application process. Child care, transportation and/or other needed support services will be provided by DSHS staff at the time of positive prevention so the parent can complete the comprehensive evaluation and prepare for employment pathway participation.
2. Conduct the foundation portion of the comprehensive evaluation.
3. Determine who are returners to TANF and conduct the returner portion of the comprehensive evaluation.
4. DSHS Social Workers conduct the social services assessment portion of the comprehensive evaluation and document the results and activities options. Parents are directed to complete the remainder of the comprehensive evaluation.
5. Set time frames for completion of the comprehensive evaluation and schedule a date to report back to the DSHS worker for employment pathway IRP development.
6. Refer parents to the other portions of the comprehensive evaluation, including the social services assessment via initial IRP.
7. Inform parents of the requirement to complete the evaluation.
8. Enter the CE component code into eJAS. Inform parents that they must call the DSHS worker if they cannot complete a portion or all of the comprehensive evaluation.
9. Meet with the parent on the appointed date to develop the activities IRP. Make the decision about employment pathways activities based on the recommendations from the employment plan and considering any special records information related to the parent. Indicate acceptance of recommendations or provide justification for partial acceptance or rejection of the recommendations from the employment plan.
10. Direct the parent to activities. Close the CE component code and enter the appropriate referral code into eJAS.

**Community or Technical Colleges:**

1. Conduct the CASAS appraisal and interpretation as often as needed to ensure the TANF applicants have access quickly and consistently.
2. Conduct the education portion of the CE.
3. Conduct a one-on-one interview with the parent and inform parents of training options and provide personal information related to the parent's educational/literacy levels. Use the objective program policy criteria to document training options.
4. Document the results of the CASAS appraisal and narrative showing options and discussions with the parent so that the interpretation of the entire comprehensive evaluation includes the educational aspects.

**ESD:**

1. Conduct the work skill evaluation and labor market information as often as needed to ensure the TANF applicants have access quickly and consistently.
2. Conduct the work skill evaluation for each parent and document the results.
3. Conduct a one-on-one meeting with each parent to discuss the interpretation of the entire comprehensive evaluation results, related to the local labor market, and discuss options for pathways based on the objective criteria described in program policy.
4. Consult with partner agency staff as needed to complete the employment plans.
5. Complete an employment plan with recommendations for participation, incorporating all aspects of the comprehensive evaluation.

**CTED/CJ Contractors:**

1. Contractors may participate in the comprehensive evaluation locally, in partnership with the state agencies, but are not a required participant.
2. When participating in the local evaluation process, must adhere to the objective standards described in program policy.
3. Local contractors may provide the CASAS test if there is no community or technical college presence in the community.
4. Local CJ contractors are encouraged to participate in your local CE process, including case staffings.

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